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ABSTRACT

The evolution of Swahili-L, an Internet distribution list service for multi-address mailings written in Swahili, is chronicled and its applications in second language teaching, literacy education, and worldwide communication among Swahili speakers are discussed. Developed by the African studies outreach program at the University of Wisconsin, the network serves 200 subscribers. The report describes the selection of technology, problems with the original service, recruitment of subscribers, and subscriber characteristics. Perceived benefits of the service include reinforcement of language skills, particularly reading and writing, and computer literacy. Subscribers include novice students, advanced students, and native Swahili-speakers. Seen as an economical and efficient method of communication for teachers and students of Swahili, the technology is also recommended for use with other African languages. A 48-item bibliography is included. Appended materials include an outline of the history of Swahili instruction in the United States, undergraduate and graduate Swahili enrollments in U.S. higher education institutions, data on interdisciplinary linkages and language requirements in African studies centers, data on trends in dissertations on African languages, a Swahili instructor directory, characteristics of Swahili positions available in 1992-94, and sample Swahili-L messages. (MSE)

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SWAHILI-L:

USING COMPUTER TECHNOLOGY

TO PROMOTE AFRICAN LANGUAGE LITERACY

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For the past thirty-five years, the development of literacy in African languages has been an important educational component in the U.S., as enacted by Congress in The National Defense Education Act of 1958 and its amendment, the Higher Education Act of 1965.[1] [Appendix A - Swahili] Congressional representatives designed this legislation to promote acquisition of less commonly taught languages including African languages (Adelman, 1994; Clowse, 1981; Diekhoff, 1965; Parker, 1966; Sufrin, 1963; Wilson, 1960). However, the advanced level language proficiency goals for reading and writing anticipated by these acts have had minimal long-term success for U.S. students of African languages (Adelman, 1994; Edwards, 1985; Lambert, 1984; McDonnell, 1983; Perkins, 1979; SRI, 1983; Simon, 1980; Twarog, 1980).

This paper will discuss the application of computer technology -- electronic mail (e-mail) for list services -- to promote Swahili reading and writing skills. It will describe the practicality of computer assisted African language instruction. Then the article will address the evolution of service and the recruitment of subscribers. Finally, it will highlight some of the literacy benefits of Swahili-L.

Computer-Assisted Instruction

Computer-assisted language instruction is becoming an increasingly viable tool (Aston 1990; Blomeyer, 1985; Cameron, 1986; Garnett, 1991; Johnson, 1992; Meskill, 1991; Polly, 1993).

It can complement the face-to-face instruction of the classroom teacher in a time of dwindling teacher resources and increased focus on the learner (Nunan, 1988; Scarcella & Oxford, 1990). The example of Swahili-L could be a model for other African languages.

Computer Communication

The Internet/Bitnet technology allows subscribers to send and to receive messages on subscriber-selected topics. With this technology, communication becomes independent of time and space. The e-mail user's "mailbox" is always in the same place, always obtainable and accessible. This kind of communication can be characterized as asynchronous -- users do not need to be on-line at the same time; however, chat mode does allow for same time discussions. Requests for similar services led to an African language application.

Instructor Limitations

For several reasons, instructors at the post-secondary level have struggled to address the needs of their students. Limitations of time, money, and department support for writing textbooks, supplementary materials, and curriculum collaboration during the tenure process discourage instructors of African languages from focusing on language teaching. Few language instructors can risk writing non-refereed research articles and books, especially when the contents address issues of curricula for basic literacy necessary for research, business, and travel. [Appendix E/F]

Pedagogical Creativity

Another limitation is the inability to create meaningful

communicative activities for language classes with small enrollments. In contrast to the instructors of commonly taught languages (CTL), instructors of African languages rarely can incorporate nationals or speakers of the target language into classes. In local communities, qualified speakers are few in number. In addition, students and faculty of ASCs[2] (African Studies Centers--Higher Education Act, Title VI National Resource Centers) report that after formal instruction, they quickly lose their African language reading and writing competency. Such loss may result from a lack of practice and communication in the African language. These difficulties in teaching African languages and in maintaining language proficiency have led to the creation of Swahili-L -- an Internet distribution list service for multi-address mailings written in Swahili (Kiswahili).

Selection of Swahili

Several issues justify the selection of Swahili as a medium for a list service. First, it has a continuous enrollment of more than 1000 students in the U.S. Second, Swahili is one of the few African languages promoted by government agencies - Defense Language Institute, Peace Corps, U.S. Department of Agricultural Graduate School, and Foreign Language Institute. Third, several world radio stations (Voice of America/VOA, British Broadcasting Corporation/BBC, Deutche Welle, and Radio Moscow) broadcast programs in Swahili. Likewise, SCOLA (Satellite Communications for Learning) beams programs in Swahili from East Africa throughout the U.S. over cable television. Fourth, because Swahili is identified

with an old, established, literate East African culture, it has a strong ethnic appeal both in East Africa and in the African diaspora. Fifth, it is an official or national language in several African countries.

Application for other African Languages

The success of Swahili-L as an e-mail list service indicates similar services may be possible for other major African languages[3] such as Afrikaans, Amharic, "Bamana," Hausa, Lingala, Shona, Wolof, Yoruba, and Zulu.[4] Given the small number of students of these African languages, they too could benefit from list services, as a form of distance instruction. Such a list service may reduce the isolation experienced by the language instructor or the program administrator concerned with student-centered curricula.

The Growth of Swahili-L

Swahili-L has grown to serve a world-wide constituency of nearly 200 subscribers. In early 1992, the African Studies Outreach Program at the University of Wisconsin received requests for teaching materials for Swahili as well as the names of instructors of Swahili. Several new teachers of Swahili at both the secondary and tertiary levels wanted to collaborate with ASC instructors of Swahili. As more non-Title VI universities began to offer Swahili as a self-instructional language, administrators sought a way for new students to increase their reading and writing skills.[5] In addition, some isolated East African students in Canada, Mexico, and the U.S. inquired about a service through which

they could write in Swahili. Swahili-L began as a North American grassroots initiative.

Selection of Technology

The selection of Internet e-mail technology followed several considerations. Although the Wisconsin African Studies Program did provide an African Studies BBS (bulletin board system), its medium of service was entirely in English. It consisted primarily of files with message capabilities. Since the BBS was a dial-up service to a personal computer in the outreach office, each subscriber paid the telephone charge. At the time, the BBS linked only with Fidonet technology but not with Internet or Bitnet.

After a discussion of options with members of the Internet Society, consultants advocated the list service option. In 1992, the FTP (File Transfer Protocol) technology provided only archive messages. However, since FTP sites were not interactive, they did not meet the goal of the initial requests. Therefore, two choices were available: a person from another university with IBM/Bitnet technology could create the service or Wisconsin could provide service through a personal account known as an ".exl" executable file for public access. The latter option was chosen in order for a Title VI ASC to maintain control of the service.

Executable File

The original service had several drawbacks. This technology required all subscribers' addresses to be typed manually. A potential subscriber had to send a message requesting subscription to the sysop (system operator). Not only was this typing time

consuming, but any mistake in the typed addresses would result in bounced messages throughout the list. For example, Swahili-L nearly closed down VOA's Internet service for several hours as a result of one typographical error -- "@"! [Appendix G-"Kunguni Wavuni"]

Another problem was that each time a subscriber had a slight address change, a new subscription was necessary. Any rejected messages made by a subscriber's university or organization would be returned to the entire list, not just the sysop.

A third problem resulted from the personal account of the sysop. The sysop had to read the mail in the personal account as well as the Swahili-l account daily to prevent bounced messages resulting from a full "mailbox." Since the sysop traveled extensively, it was not always possible to check the account daily to delete mail. Consequently, mail returned from a full account bounced as well. While on leave from Wisconsin and using a Compuserve account, the sysop ran a very high bill trying to maintain the service.

Finally, the (.exl) file did not provide any special features. Therefore, messages were not archived except by individual subscribers at their discretion. This limitation discouraged teachers of Swahili who anticipated an electronic collection of messages as authentic classroom reading samples plus a list of subscriber addresses.

Listserver Account (Internet)

For a year, the sysop and collaborators sought a new service

with automated features. By chance in October, 1993, as an experiment, the sysop agreed to have Swahili-L run on new software for list services. Within a few months, the Swahili-L was upgraded to a fully functional list service using Internet technology software through the University of Wisconsin-Madison Academic Data Processing.

Software. Beginning November, 1993, Swahili-L was automated through Listproc software version 6.0b produced by Anastasios Kotsikonas at Boston University. It currently runs on an RS-6000 with support of a UNIX platform.

After selection of the initial software features, the sysop's responsibilities were reduced to monitoring error messages, maintaining an "alias" and "ignore" files, creating and editing a "welcome" and "info" file. New subscribers could write directly to the software server rather than to the sysop:

Subscription: listserver@relay.adp.wisc.edu

Messages in Swahili now are sent to the specific account designated to Swahili-L and not to a personal account:

Messages in Swahili: swahili-l@relay.adp.wisc.edu

Features. In addition to reducing the responsibility of the sysop, this software provides many new features which enable the subscribers to have greater control of their own use. Most importantly, the software archives the messages by month to generate a data base of messages. This software maintains records for each subscriber. It provides a public list of subscribers by address with full name. It allows subscribers to have alias names

or multiple address sites and to control the receipt of mail. It provides a help menu for new users which reduces the number of questions directed to the sysop. Lastly, subscribers can obtain lists of other lists connected to this software.

Limitation. Two major limitations exist with this service. The software is written in English and requires commands in English rather than in Swahili. Several models for rewriting software protocols are available. For example, Underwood (1987) has developed software for Spanish. Thus, he eliminated the temptation for his students to switch between languages and enabled them to think in Spanish rather than to translate from English. Lunde (1990/93) has described a collaborative pen-pal service which runs entirely in Japanese using four different script selections (roman, katakana hiragana and kanji). The second software limitation is its inability to index the key words of the subject line of each message for all archived messages. In the future, an enterprising student of Swahili might create an indexing software in Swahili.

Subscribers

Advertising Swahili-L was a major responsibility of the sysop. Several strategies were used to promote Swahili-L. Recruitment strategies, statistical analysis, and survey research allow the sysop to target different audiences.

Recruitment

To obtain subscribers, beginning in 1992, recruitment included written announcements, personal visits, and published articles.

Announcements. Initially, the sysop focused advertising efforts on the ASCs and then expanded to other organizations. Swahili instructors and ASC staff members received the first announcements describing Swahili-L. [Appendix E] Also, institutions advertising positions requiring Swahili proficiency were contacted. [Appendix F] Dissertation topics related to Swahili which were listed in *ASA News* permitted the sysop to send letters to new graduates of the ASCs. It became evident that a large population of graduate students familiar with Swahili could utilize Swahili-L in networking and testing research ideas. [Appendix D] In addition, faculty teaching interdisciplinary East African/Swahili courses offered at ASCs provided additional contacts. Thus, ASC faculty members having research interests in East Africa were notified of Swahili-L. [Appendix C]

To maintain such a service, subscribers were recruited outside the federally funded universities. Like the directors of ASCs, directors of the six USED National Language Resource Centers[6], the Center for Advanced Language Learning, and the Critical Language Institute of Florida received information concerning the service. Through newsletters and reports, all the members of the African Language Teachers Association, the African Literature Association, and the African Studies Association received an announcement. Each of the East African Washington embassies and New York missions received information. Letters were sent to the School of Oriental and African Studies (University of London), the University of Nairobi (Department of African Languages), the University of Dar es

Salaam (Department of Swahili), Makerere University, and the language institutes at Morongoro and Zanzibar in Tanzania. From the Modern Language Association, the author/sysop obtained a list of schools which offered Swahili after 1960. [Appendix B] Each institution was contacted regardless of current enrollment. Subscribers of the European-based journal *Swahili Language Society: Notes & News* received information on Swahili-L. The staff and broadcasters at BBC received documentation. Over 20 language- or cultural-related list services and BBSs received an e-mail announcement.

Personal Visits. While on research leave in Washington, DC, the author/sysop made personal visits to various government organizations where language proficiency was a requirement of employment. She discussed the Swahili-L service with staff of the Africa sections and with employees assigned to East African desks. These contacts also included broadcasters at VOA, instructors of Swahili at the Foreign Service Institute and the Diplomatic Language Service, and desk officers at the Agency for International Development and Peace Corps. In addition, the sysop systematically visited all the proprietary language schools in the Washington area, including private secondary schools.

Articles. Recruitment also followed panel presentations, workshops, and general networking at the national and state levels. Since Swahili-L's creation, several articles have included information concerning Swahili-L (Kuntz, 1993/1994; Olson, 1994).

Characteristics of Subscribers

Two sources of information characterize subscribers. One is the statistical data maintained by the software in the form of addresses and the frequency of posting messages. The other is data collected from subscribers through surveys concerning options and beliefs.

Software Statistics. Data collected by the software on the subscriber list provide information of the location of users and the frequency of posted messages. Approximately, 26% of the subscribers represent an ASC address. Since the ASCs have the largest group of students studying Swahili at several levels of instruction, the sysop presumed that the majority of subscribers would hold ASC addresses[7]. Surprisingly, this expectation has not been the case although all the ASC universities provided Internet service and computer rooms. Most of the ASCs had less than five addresses representing them.

The majority of U.S. subscribers (81%) are from educational, government, and commercial institutions and their representation continues to grow. The initially recruited government employees have maintained their subscriptions over the two years. In contrast, subscribers holding military addresses have unsubscribed.

Currently, 19% of the subscribers are international with addresses in Australia, Canada, Belgium, Denmark, Germany, Finland, Italy, Japan, Mexico, Netherlands, Poland, South Africa, and the United Kingdom. Regrettably, the high cost of connectivity has precluded an active and regular participation of subscribers with

East African addresses.

The software's statistical records indicate the frequency of messages posted to Swahili-L. On the basis of distribution, ASC subscribers have sent 19% of the messages since November, 1993, as shown in Table 1. For examples, Wisconsin has the largest number of subscribers, 11 addresses from which four subscribers have sent multiple messages. UCLA is second with eight subscribers from which three have sent multiple messages.

Table 1. HEA Title VI ASC Sites by Number of Subscribers and of Subscribers who Sent Messages between November 1993 and October, 1994

ASC	sub.	mess.	ASC	sub.	mess.
Boston	4				
Bryn Mawr	0		Kansas	1	
UC-Berkeley	5		Lincoln	0	
UC-Los Angeles	8	3	**Michigan State**	0	
Central State	0		**Ohio State**	2	
Columbia	1	1	Ohio	0	
Cornell	2	1	Pennsylvania	1	
Florida	3	1	**Stanford**	2	2
Haverford	0		Swarthmore	0	
Howard	0		Tuskegee	0	
Illinois	4	2	**Wisconsin**	11	4
Indiana	4		**Yale**	1	

Funded NRC/FLAS 1991-94 in **bold**

This small sample shows that the majority of ASC subscribers do not write messages; however, all the subscribers have the opportunity to read the messages. But, further research is needed to determine the reasons that some subscribers both read (passive skill) and write (active skill), some write only, or some read only. In other words, how do the subscribers adapt Swahili-L to their personal needs?

Survey Statistics

In January, 1994, as a class project, a student subscriber posted a survey in Swahili which queried Swahili-L's relevance. Olson (1994) asked subscribers to respond in Swahili or in English to provide less proficient writers of Swahili the opportunity to reply to the survey. In the future, another student might follow-up this survey with individual interviews of randomly selected subscribers.

Literacy Benefits of Swahili-L

The benefits of Swahili-L and similar language specific list services are evident in the reinforcement of language and computer literacy. Language literacy (Cohen, 1990) is a fundamental concern of both students and teachers of foreign languages including African ones. Not only are students expected to understand and speak, but also they are expected to read and write the language (Swaffar, 1991).

Scholars, teachers, and administrators (Hadley, 1993; Resnick & Resnick, 1977) designate different levels of literacy. Since 1983, the American Council on the Teaching of Foreign Languages, the Foreign Service Institute, and the Defense Language Institute have focused on language literacy as well as oracy. The Resnicks' five levels are very similar to the categories (novice through educated "native") for reading and writing. At each level the goals change for content, function, and accuracy. However, users of Swahili-L, regardless of their literacy level, can apply this

criteria to any text. The reader or writer merely simplifies the task or goal, not the text.

In addition, numerous scholars and teachers (Beazley, 1989; Bee-Lay & Yee-Ping, 1991; Cononelos & Oliva, 1993; Greenia, 1992; Johnson, 1992; Kroonenberg, 1994; Sanaoui & Lapkin, 1992; Tella, 1992a; Thrush & Hardisty, 1990; Tillyer, 1994) underscore the benefits of e-mail technology in the foreign language classroom for both CTLs and LCTLs. The audience of an e-mail listserver is significantly different from that of a teacher. Addressing an audience outside ordinary school settings makes the writing process more functional and geared towards real communicative purposes (Tella, 1991). Use of e-mail to communicate with target language pen-pals is reported to be a great success by contextualizing language for secondary students (Underwood, 1987). In order to train business students in Spanish, several Spanish language list services have provided motivating venues (Varricchio, 1992). These benefits are available to students of Swahili at ASCs as well as the general public.

Subscribers who do not have the advantage of a well integrated Swahili/East African program can still benefit from Swahili-L from around the world. In addition to teachers and students, any subscriber can develop or maintain their recursive skills: reading and writing. Readers and writers of Swahili can reread, check message, and reconsider contents. Krashen (1990) states that both reading and writing are equally important cognitive skills. Thinking and creating new ideas involve five stages: gathering

ideas, preparing ideas, incubation, illumination, and verification. He asserts further that learning by problem solving or selective reading or writing insures a high retention rate.

Reading

Of the two skills, reading and writing, reading is passive in its creativity of the language. However, scholars (Barnett, 1989; Knight, 1994; Philips, 1984) recognize how difficult foreign language reading can be.

Different strategies exist for the casual reader of Swahili-L. In a "top-down" or holistic framework, the reader looks at the subject line for key words as a pre-reading activity. Based on the few words strung along the line, the reader can decide whether to proceed further. Still, in this framework, the reader can skim the message for content or scan for specific information. Not only are the words helpful, but also the shape of the message and the use of special characters. All this information is available regardless of the reader's level of proficiency or literacy.

In contrast the "bottom-up" or discrete framework requires intensive decoding of one or all words by grammatical and sociolinguistic strategies and discourse competence. Any subscriber, again regardless of proficiency level, may vary the method of decoding a message. For instance, a reader could focus on language development, writing style, grammar, vocabulary, or spelling. Recent research (Knight, 1994) indicates that reading with a language dictionary promotes vocabulary building. However, subscribers, who are not proficient, can still read messages. The

comprehension check results in a reply expanding the original message. Moreover, all strategies are available to the individual reader or a group of readers.

Writing

On the other hand, writing requires active, creative participation. Writing via e-mail provides two options (Schwartz, 1986). Subscribers can write a message on-line when logged onto Swahili-L or they can write a message on a word-processor prior to logging on to Swahili-L. In the latter case, the prepared message is uploaded from a disk to e-mail and then sent as a text file to Swahili-L.

Regardless of which option a subscriber chooses, writing involves three steps. Once the writer has formulated an idea, pre-writing occurs. For Swahili-L, pre-writing may consist of reading a message and then sharing an idea in the form of a reply (written response) or in a forwarded message (resulting in actually no writing). Revising, editing, and verifying the text are recommended, since once the message is sent, it cannot be retrieved for corrections. Shy or hesitant subscribers can maintain anonymony by identifying themselves with a pseudonym.

Types of texts are infinite and include: scholarly papers, announcements, pen-pals (in the form of letters or short memos), copied or created items (poems, songs, riddles, proverbs), surveys, inquiries, and news items. [Appendix G] An early message contained a poem describing the damages "bugs" cause listservers. In this example, the author humorized a serious glitch in the Swahili-L

network. One of the international subscribers sent a message announcing a new volume of a journal. Although the listserver designated Swahili the target language, occasionally, ideas are communicated in English rather than in translation. More recently, a subscriber requested information concerning a film narrated in Swahili. This writer used quotes and parentheses to indicate anglicized words. Another East African subscriber posted good news to Swahili-L informing the members that the parliament of Uganda had voted to make Swahili an official language.

Despite the length of the message, an appropriate, computerized Swahili spell-checker is still necessary for some writers to reduce the number of errors. More advanced language subscribers will have the capability for accuracy and sophisticated discussions through varied vocabulary (Barnett, 1989b; Magnan, 1985; Schwartz 1986; Terry, 1989). Subsequently, the dependency on a English-Swahili/Swahili-English dictionary will be reduced to a Swahili only dictionary.

In conclusion, Swahili-L is perhaps the first and only electronic communication service that exists for any African language. During its short, two year existence, it has seen a slow, but steady increase in the number of subscribers in North America, Europe, and Africa. Subscribers include novice students, advanced students seeking to reinforce and maintain their competency in the language, and first-language speakers from East Africa. Because of the limited number of students who study

Swahili and the limited materials available to them, Swahili-L provides a ready medium for learning and maintaining Swahili literacy with worldwide support. Not only is Swahili-L a pedagogical tool, it is also a valuable social medium.

This technology is an economical and efficient method for teachers and students of Swahili to discuss not only language but also cultural issues. As such, the Swahili-L experience offers an efficacious model for teaching, learning, and communicating in other African languages such as Afrikaans, Arabic, Amharic, "Bamana," Hausa, Lingala, Shona, Wolof, Yoruba, and Zulu. Meanwhile, Swahili-L should be maintained and promoted for all levels of literacy.

Notes

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1. National Defense Education Act of 1985 PL 85-864 (Stat 72: 1593-94) Title VI "Language and area centers." Higher Education Act of 1965 PL 89-329 (Stat 79: 1261-66) "Financial assistance for the improvement of undergraduate instruction." Higher Education Act Amendment of 1992 PL 102-325 (Stat 106: 720-37) "International Educational Programs."

2. For the current the cycle 1994-97, the following NRCs are funded as African Studies Centers/Consortium exit: Boston University, University of California-Berkeley and Stanford University, University of California-Los Angeles, Central State University, Columbia University, University of Florida, Howard University, University of Illinois, Indiana University, Lincoln University and Tuskegee University, Michigan State University, Ohio State University, University of Pennsylvania with Bryn Mawr College, Haverford College, and Swarthmore College, and the University of Wisconsin. Cornell University and Yale University lost their USED HEA funding but were included in the research.

3. The American Association of Teachers of Arabic provides an electronic mail service *Arabic-L*. Presently, subscribers write messages in English or transliterated using roman fonts to be compliant with ASCII formats. Arabists have developed software which will accept Arabic fonts for e-mail technology.

4. The Modern Language Association has maintained enrollment data since 1960 which includes the less commonly taught languages. Based upon the MLA records and records from the HEA Title VI African Studies Centers, these nine African languages are most often taught in the US. These languages do not represent necessarily those languages having a large population or a strategic political or economic impact (see 1985 State Department critical language list and the World Almanac).

5. Member requests from the 1992 meeting of the National Association of Self-Instructional Language Programs.

6. USED/CIE National Language Resource Centers: Center for Applied Linguistics and Georgetown University, University of Hawai'i, Iowa State University, University of Minnesota, Ohio State University, and San Diego State University.

7. Upon the basis of the Modern Language Association records of student enrollments for the 1990 academic year student enrollments, the ASCs claim 46% of the total U.S. Swahili enrollments.

Patricia Kuntz is the outreach director at the University of Wisconsin, African Studies Program. After graduating from St. Olaf College, she obtained graduate degrees from Wisconsin in curriculum and instruction with specializations in foreign language pedagogy (African languages) and supervision and in African languages and literature. She has supervised teachers of various languages including Swahili. Her current research focuses on student beliefs about foreign language learning with an emphasis on Arabic and Swahili at HEA Title VI African Studies Centers.

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A - History of Swahili Instruction in the United States

1850 Krapf, L. *Outline of the elements of the Kiswahili Language*. Tubingen, Germany

1882 Krapf, L. *Dictionary of the Swahili language*.

1925 Phelph-Stoke Commission - Swahili Standardization Project

1930 Formation of the Inter-Territorial Language Committee

1939 Inter-Territorial Language Committee (Manda/Johnson, F.) *Swahili-English dictionary*. East African Dependencies

1944 Ashton E.O. *Swahili grammar*. London, UK.

***

1958 National Defense Education Act
(Title VI Language & Area Studies Centers - Swahili major African course)

1959 Howard University offers Swahili (First ASC)
1960 UCLA and Duquesne University offer Swahili

1961 Library of Congress in Nairobi, Sub-Saharan Africa Acquisition Program, Swahili Reading Project
1961 Peace Corps - offers Swahili
1961 Foreign Service Institute, Washington, DC offers Swahili

1962 Voice of America began Swahili broadcasts to East Africa
- 1963-74 Milan de'Lany
- 1974-84 Bill Whitson
- 1984-89 David Simonds
- 1989-94 Richard Sigwalt
- 1994-

1962 Michigan State University offers Swahili Summer Institute

1964 University of Wisconsin, Department of African Languages and Literature - Professors of Swahili
- 1964-75 Lyndon Harries
- 1972-82 Patrick Bennett
- 1980- Magdalena Hauner

1964 Defense Language Institute - offers Swahili

1980 University of Florida, Department of African and Asian Languages and Literatures - Professor of Swahili
- 1980- Haig der Houssikian

1984- DOE Intensive Summer Swahili Program - Kenya
1984 Northern Illinois Univ. - Ann Biersteker
(Yale, Chacha Chacha)
1985 Yale - Ivan Dihoff
1986 Yale - Ann Biersteker
(Wisconsin - Mark Plane)
1987 Ohio State Univ. - Ivan Dihoff
(Yale/UCLA - Vicki Carstens)
1988 Yale - Ann Biersteker
(Illinois - Eyamba Bokamba)
1989 Illinois - Eyamba Bokamba
(UCLA - Thomas Hinnebusch)
DOE Intensive Summer Swahili Program - Tanzania
1990 UCLA - Thomas Hinnebusch
(Wisconsin - Magdalena Hauner)
1991 Wisconsin - Magdalena Hauner
(Boston - Karl Reynolds)
1992 Boston - Karl Reynolds
1993 Yale - Hilda Kokuhirwa
1994 Georgia - Lioba Moshi
1995

1989 Proposed Teacher Certification Program for Swahili
(University of Wisconsin)

1992 SWAHILI-L electronic conversation board
Patricia Kuntz, Richard Chowning
1992 National Foreign Language Center sponsors research on
Swahili Instruction in the U.S.

1993 ALTA - Swahili Task Force
Lioba Moshi, Chair

1994 Swahili Institute, Michigan State University
David Dwyer, Chair

B - Swahili Enrollments at 12 Title VI African Centers[1] funded 1991-94 for Undergraduate and Graduate Students

Institutions	1960	1961	1962	1968	1970	1974	1977	1980	1983	1986	1990
Boston University								6	8	8	18
UC - Berkeley										15	
UC - Los Angeles		#	#	69		36	23	16	24	25	33
Cornell University !								6	29	2	34
U. of Florida						12	7		7	35	37
U. of Illinois						50	101	35	55	51	3
Indiana University				20					7	12	37
Michigan State Univ.		#	#	47		13	11	11			26
Ohio State Univ.						61	61		23	?133	?274
Stanford University				18		18	5		4	14	10
U. of Wisconsin				57		23	80	33	32	47	41
Yale University !									19	48	39
Totals-Title VI (12)		33		211*		213	288	107	208	390	552
Title VI/MLA (31.6)		68.8%		34.7%		13.4%	12.9%	18.6%	35.7%	35.9%	45.7%

Brod, R.I. and Huber, B.J. (1992). Foreign language enrollments in United States institutions of higher education. *ADFL Bulletin*, Vol. 23/3: 6-10.
Brod, R.I. (1988). Foreign language enrollments in US institutions of higher education - Fall 1986. *ADFL Bulletin*, Vol.19/2: 39-44. Johnson, D.E. Blass, B.A. et. al. (1976). *Material development needs in the uncommonly taught languages: Priorities for the future.* Washington, DC: Center for Applied Linguistics.

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Institutions	1960	1961	1962	1968	1970	1974	1977	1980	1983	1986	1990
Columbia $				30		18	18	4		24	23
Central State #				11							
Duquesne !				12		3	3		6	9	20
Howard $				24		27	26	11	7	17	32
Kansas #										?127	29
Lincoln #				23		7	10			6	
Northwestern !						7	8	11		7	29
Ohio #						9	19				
Totals-MLA* (38)	22	48	123	608	1787	1587	2225	576	582	1086	1209

$ = previous Title VI institution, now refunded for 1994-97 cycle
# = new Title VI institution, funded for 1994-97 cycle
! = previous Title VI institution, no current 1994-97 USED funding
* Richard Thompson - 374 enrollment, 62% of nation
# Exact enrolment not cited by university (also Duquesne University and Howard University
MLA enrollment statistics (W.R. Parker)
*1960-62: Maroon, Tierney, & Deishem. (1964). *Modern foreign language enrollments in institutions of higher learning*. Washington, DC: Department of Health, Education, and Welfare.

C - Interdisciplinary Linkages and Language Requirements at 12 African Studies Centers Based upon minimum 2-Year Language Requirement 1992-94[2]

	BU	UCB	UCLA	CU	FL	IL	IN	MSU	OSU	SU	WI	YU
Language methods course												x
Ph.D. Lang. Acquisit. minor											x	
Undergrad AS certificate, concentration or minor						2yrs		?		?	?2yr	2yrs
Graduate AS certificate	3yrs		comp			3yrs	2yrs	?				2yrs+
Ph.D. Area Studies minor					comp							
SWAHILI	3yrs	3yrs	3yrs		?2yr	2yrs	3yrs	3yrs		3yrs	3yrs	3yrs
Swahili/East Africa courses	1		3		1	2	2	1			3	3
Swahili/East Africa faculty	14	7	19		4	3	5	6		6	11	2
Swahili-overseas prog.*		1?	17		2	1					1	

comp = "competency" in an African language of which Swahili is one option.
* Overseas prog. = Those overseas programs organized by the ASC university for registered students. Not included in the data are the U.S. Department of Education Group Projects Abroad (summer intensive language courses for third year students) of Swahili.

[2]This chart illustrates the interdisciplinary design of Swahili-related courses at Title VI ASCs. The data are from brochures, advertisements, catalogs, and timetables. This chart is not complete since several Title VI ASCs did not respond to a request for materials by the time of publication.

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D - Dissertations Trends for Swahili and Other Major African Language Use for Research at 12 Title VI African Studies Centers 1988-94[3]

	TOTAL	Amh	AEg	Arb	Bam	CV	Hau	Lin	Sho	Sot	**Swa**	Wol	Yor	Zul
Boston	20			9 ?	1 !	1	1 !			!	3?!			5?!
UC-Berkeley	14			6*!							8 !			
UC-Los Angeles	37		2*?	9*!			2 !				18!	2 !		4 !
Cornell	21			6 !	4?!						11!		2 !	
Florida	8			2 !					1		5 !			
Illinois	21			4 !	1 !			1 !			15!	!		2?!
Indiana	15			9 !	4 !		2 !				!			
Michigan State	31	3		8 !	7		!		5		8 !			
Ohio State	9			5*!							4 !			
Stanford	12			6 !			2 ?				4 !			
Wisconsin	24			7 !			5 !			3	8 !		1 !	
Yale	18			9 !							7 !		!	2 !
TOTAL - Language	230	3	2	80	17	1	12	1	6	3	**91**	2	3	13

Amh = Amharic AEg = Ancient Egyptian Ara = Arabic Bam = Bamana CV = Cape Verdean Hau = Hausa Lin = Lingala
Sho = Shona Sot = Sotho Swa = Swahili Wol = Wolof Yor = Yoruba Zul = Zulu

* Title VI Middle East Studies Centers
! Languages actually taught during the academic year in a regular sequence program
? Uncertain whether African language designated used for research purpose

---

[3]This table summarizes the list of dissertations compiled by Joseph Lauer in *ASA News*. The list for Arabic indicates those dissertations in which the Middle East Studies Centers may claim as part of their program rather than the African Studies Centers. Most dissertations were among those not specifically associated with a specific African language. Many of the dissertations identified with a language were written by first or second language nationals who did not benefit from the HEA Title VI African language program.

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E - Swahili Instructor Directory
Higher Education Act - Title VI
Administered by the Center for International Education
(1994-5)[1]

** NATIONAL RESOURCE CENTERS **

Boston University
Department of Modern Languages, Boston, MA 02215
% (617) 353-3673 Fax: % (617) 353-4975
Karl Reynolds, Prof. (on leave 94-95) Reynolds@bu-mfl.bu.edu
, TA

University of California - Berkeley
African Studies Center, 356 Stevens Hall, Berkeley, CA 94720
(510) 642-8338 Fax: (510) 643-5045
Sam Mchombo, Inst. mchombo@garnet.berkeley.edu
===
Abroad - Uganda (summer)

University of California - Los Angeles
Department of Linguistics, Los Angles, CA 90024
(310) % 825-3070/3686 Fax: % (310) 206-2250
Thomas Hinnebusch, Prof. (2-4+) hinnebus@humnet.ucla.edu
Deo Ngonyani, TA (1+) izzyoq3@mvs.oac.ucla.edu
===
Abroad - Kenya (academic), Uganda (summer)

Columbia University
Institute of African Studies, 1103 International Affairs Building, 420 W. 118th St., New York, NY 10027
(212) 854-4633/5651 Fax: (212) 864-4847
Clifford Hill, Lang.

University of Florida
Department of African and Asian Languages and Literature, 470 Grinter Hall, Gainesville, FL 32611-2048
(904) % 392-9422 Fax: % (904) 392-2435
Haig der Houssikian, Prof. (1/3)
Athman Omar, TA (1)
Fatma Soud, TA (2)
===
Abroad - Tanzania (academic), Uganda (summer)

---

[1]This chart is not complete since some institutions did not respond to a request for information by the time of publication.

Howard University
African Studies Program, Box 231, Washington, DC 20059
(202) 806-7115 Fax: (202) 806-4425
Mkamburi Lyabaya, Prof. (1-2)

University of Illinois
Department of Linguistics, Champaign, IL 61820
(217) % 333-6335 or 244-5417 Fax: % (217) 244-2429
? Eyamba Bokamba, Prof. bokamba@ux1.cso.uiuc.edu
,TA
===
Abroad - Kenya (summer)

Indiana University
Department of Linguistics, Memorial Hall 322, Bloomington, IN 47405
(812) 855-6825 Fax: (812) 855-6734
Robert Botne, Lang. botner@indiana.edu
Ahmed Shariff, Inst. (2-3)
Lillian Okwany, TA (1)
===
Abroad - Kenya (academic)

Michigan State University
African Studies Center, 100 Center for International Programs, East Lansing, MI 48824-1035
(517) 353-1700 Fax: (517) 432-1209
David Dwyer, Lang. dwyer@msu.edu
Summer Swahili Program

Ohio State University
Center for African Studies, 314 Oxley Hall, 1712 Neil Ave., Columbus, OH 43210-1219
(614) 292-3700 Fax (614)
Alamin Mazrui, Prof. 292-8079
Alawy, TA (3)
Mary Kiarie, TA (1)
Deo Tungaraza, TA (2)
John Wanjogu, TA (1)

Ohio University
Center for African Studies, Burson House, Athens, OH 45701
(614) 593-1840

Stanford University
Center for African Studies, 114 Littlefield Hall, 300 Lausen St. Stanford, CA 94305-5013
(415) 642-8338 Fax: (415) 725-2592
John Mugane, Inst. (1-3) mugane@csli.stanford.edu

University of Wisconsin
Department of African Languages and Literature, 866 Van Hise Hall, 1220 Linden Dr., Madison, WI 53706-1558
(608) 262-2487 Fax: % (608) 265-5851
Swahili-L: listserver@relay.adp.wisc.edu
Magdalena Hauner, Prof. (2-3+) haunerma@macc.wisc.edu
Kasiya Phiri, TA (1)
===
Abroad - Tanzania (academic)

* * *

* RESOURCE CENTERS - NO FOREIGN LANGUAGE FELLOWSHIPS *
UNDERGRADUATE

Central State University
African Studies Program, Wilberforce, OH 45384
(513) 376-6264 Fax: (513) 376-6598
No Swahili Program

University of Kansas
African Studies Center, University of Kansas, Lawrence, KS 66045
(913) 864-3054 Fax:
Fiona McLaughlin, Lang. fiona@kuhub.cc.ukans.edu
Rashid Zulu, TA (1-2)

Lincoln University
African Studies Program, ? Lincoln University, PA 19352
(215) 932-8300 Fax: (215)
No Swahili program

The Pennsylvania Consortium
Bryn Mawr College - Mary Osirim (215) 526-5393
Haverford College - Harvey Glickman (215) 896-1055
Swarthmore College - Raymond Hopkins (215) 328-8093
African Studies Program, Room 418, University Museum, 33rd & Spruce Sts., University of Pennsylvania, Philadelphia, PA 19104-6398
(215) 898-6971 Fax: (215) 898-7462
Lioba Moshi, Prof. moshi@ling.upenn.edu

Tuskegee University
African Studies Program, Tuskegee University, AL 36088
(205) 724-4494 Fax: (205)
No Swahili program

* FOREIGN LANGUAGE FELLOWSHIPS ONLY *

Yale University
Program in African Languages, Box 6891 Yale Station, New Haven, CT 06520
(203) 432-3436/3438 Fax: (203)
? Ann Biersteker, Prof. abierst@yalevax.cc.yale.edu

* NON-TITLE VI FUNDED PROGRAMS *

Cornell University
Department of Modern Languages and Linguistics, 214 Morrill Hall, Ithaca, NY 14853
% (607) 255-5218/8379 Fax: % (607) 255-0784
Vicki Carstens, Lang. vmc2@cornella.cit.cornell.edu
Abdul Nanji, Inst. (1-3)

Northwestern University
Program of African & Asian Languages, 356 Kresge Hall, Evanston, IL 60208
(708) 491-5288 Fax: (708) 467-1097
Richard Lepine, Lect. (1-3) lepine@casbah.acns.nwu.edu

F - Position Descriptions for Swahili 1992-94 Announcements[5]

Institution	Department	Title	Tenure	Degree	T Exp.	FL methods	FLProf	Eng.	Res	Pubs	Gram	Lit	Levels	Sup	Materials	Stud
Kansas	African Stud.	Inst.		MA									1-2			U/G
?NE Ohio	Foreign Lang.	Ast Prof	x	PhD Ling.	2 yr								1-3			U/G
VOA	African Section			PhD/ABD			N/Nat									
Yale	Linguistics-ALP	lect	x										1,3			
Yale	Linguistics-ALP	lect	1 yr (3)	MA Ling/Lit (PhD)	x	?	N/Nat						all		US/abroad films/ computer	
Delaware St	Foreign Languages	Inst/AstP		PhD Swahili					x	x			all		Community service	
Indiana	Linguistics	Lect	1 yr	MA Ling/Litr	x	?	N/Nat						1,2		x	
Washington	Comp. Lit./Ling.	Lect.		ABD												
Wisconsin	Afr. Lang. & Lit.	Lec/Prof	sum	ABD Swahili	x											U/G

The way language teachers are trained or not trained and recruited encourages the perpetuation of unproductive language teaching practices. (Savignon, 1976)

[5] *Chronicle of Higher Education*, Modern Language Association (Job Listing), Newsletter, SLART-L, Linguist-L, Swahili-L, African Studies Center (Title VI) notifications.

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G - Samples of Swahili-L Messages

Swahili-L Operations
- Student Survey
- Poem "Kunguni Wavuni"

Announcements
- VOA Broadcast Time for Swahili Programs
- New Volume - *Swahili Language and Society*
- New Subscriber Introduction

Requests
- Publication company for Swahili Textbook
- Information on a Film
- Variations of "Three Blind Mice"

News Items
- Descriptions of a Zaire Exhibit
- A Report of the California Earthquake
- News Release of the South African Election Preparations
- Verification that Ugandans voted Swahili an Official Language

Date: Mon, 31 Jan 1994 22:11:51 -0600
Message-Id: <199402010411.WAA31794@audumla.students.wisc.edu>
Mime-Version: 1.0
Content-Type: text/plain; charset="us-ascii"
To: swahili-l@relay.adp.wisc.edu
From: @students.wisc.edu
Subject: swahili-l

@students.wisc.edu

Habari rafiki na walimu wangu,

Mimi ni mwanafunzi wa Kiswahili, mhula wa pili. Nasoma barua zenu wavuni mara kwa mara. Ni ngumu, lakini natumia kamusi na nafika kufahamu.

Ninawaandikani kwa sababu mhula huo ninasoma mwandiko wa habari ya gazeti, na ni lazima niandike mikala mingi. Ningependa kuandika mkaka mdogo juu ya Swahili-l. Je, mnaweza kunisaidia kwa kujibu maswali yangu?

--Unakaa wapi na unafanya kazi gani? au, unasoma nini?
--Ulipataje habari ya Swahili-l? na lini?
--Wasoma wavu kaw sababu gani?
--Wasoma barua wavuni mara ngapi kwa wiki/mwezi?
--Wafika kufahamu barua juu ya Swahili-l? Ni ngumu/rahisi?
--Waandika barua wavuni? mara ngapi kwa wiki/mwezi?

Afadhali, uniandike wiki hii kwa kiingereza answani:
@students.wisc.edu. (Ni lazima nimalize kabla ya tarehe 7 Februari) Na, unilete anwani yako ya e-mail ili niweze kukuandikia kuthibitisha maana ya majibu yako.

Poem -- "Kunguni Wavuni"

Date: Fri, 25 Sep 92 19:16:10 EDT
From: ( )
Reply-To: swahili-l@macc.wisc.edu

To: swahili-l@macc.wisc.edu
Expansion-Of: swahili-l@vms.macc.wisc.edu

Kunguni Wavuni

Najitokeza wavuni * hadithi kusimulia
Ni kituko cha kunguni * mitambo kuingilia
Kisa hicho sikubuni * naapa kwa Bibilia
Dudu liloshambulia * twaambiwa ni kunguni.

Saa sita adhuhuri * siku ya Al-hamisi
Wavu mzuri mzuri * kachukiza kama fisi
Waalimu mashuhuri * hata kina yahe sisi
Dudu liloshambulia * twaambiwa ni kunguni.

Barua nyingi jamani * kuingia kwa mamia
Lakini kisoma ndani * hamuna la kuvutia
Makosa ya anuwani * wavu wanung'unikia
Dudu liloshambulia * twaambiwa ni kunguni.

Isitoshe kila moja * urefuwe ukazidi
Hata bila ya kungoja * futa zote ikabidi
Barua elfu moja * katuletea hasidi
Dudu liloshambulia * twaambiwa ni kunguni.

Baada dhiki faraja * mitambo imetulia
Majina sitayataja * ya walotuingilia
Lawama hamna haja * bure kuzisikilia
Dudu liloshambulia * twaamini ni kunguni.

(Mgeni Mtunga Guni)

VOA Broadcast Time for Swahili Programs

Date: Fri, 30 Oct 92 12:14:46 EST
From:
Reply-To: swahili-l@macc.wisc.edu
Sender:
To: swahili-l@macc.wisc.edu
Expansion-Of: swahili-l@vms.macc.wisc.edu

Yah.: Ratiba ya Matangazo ya Idhaa ya Kiswahili VOA
27/09/92 - 27/03/93

1630-1700 GMT 15150 15165 15330 17705 17740 21485 kHz (Jumatatu-Ijumaa)
1700-1730 GMT 15150 15165 15330 17705 17740 21485 kHz (siku zote)

Toa saa tano kupata saa za EDT, yaani 1630 GMT = 1130 EDT.

Mitabendi ni 19, 16 na 13.

-> Muganda au Richard -- Tafadhalini nisahihishe kama nimekosea.

Date: Mon, 10 Jan 94 08:27 CDT
From:
Subject: Gazeti la Kiswahili....
To: SWAHILI-L@RELAY.ADP.WISC.EDU
X-Vms-To: IN%"swahili-l@relay.adp.wisc.edu"

Ndugu wananeti,
Nina furaha ya kutangaza toleo la 10 la jarida la Swahili Language and Society - Notes and News. Jarida hilo sasa linatayarishwa kule Antwerp (Ubeleji) na wahariri wake ni :
Elena Bertocini (Naples)
Jan Blommaert (Antwerp) mhariri mkuu
Carol M. Eastman (Washington)
Farouk Topan (London)

Barua zote zipelekwe kwa:
Jan Blommaert, SLS-NN, University of Antwerp
IPrA Research Center, UIA-GER, Universiteitsplein 1
B-2610 Wilrijk , Belgium

Sijui bei lake. Jarida hilo zamani limeharirishwa Vienna.
Sina zaidi ya kusema, basi nawasalimieni wananeti wote kutoka hapa kwetu Poland - pamoja na kuwatakieni heri na barak kwa ajili ya Krismasi na Mwaka Mpya.

E-mail: @PLEARN.Bitnet
or E-mail: @PLEARN.Edu.PL

Warsaw University
Institute of Oriental Studies
Dep. of African Languages and Cultures

New Subscriber Introduction

Date: Thu, 05 Nov 92 18:10:08 EST
From: < @american.edu>
Subject: Orodha ya anwani ya watu ambao wanafahamu kiswahili.

Bwana Chowning,

Shikamoo! Jina langu ni . Mimi ni mwanafunzi wa shahada ya tatu, yaani Ph.D., hapa Chuo Kikuu cha American. Kabla ya kufika Washington D.C. nilisoma katika Idara ya Mambo ya Afrika huko UCLA. Nilipo-soma UCLA nilikuwa mwanafunzi wa MWl. Hinnebusch kwa miaka mitatu. Tena nilisoma Chuo Kikuu cha Dar-es-Salaam miaka 1987-8. Nimefurahiswa sana kuvumbua "computer news" ndani ya ASA Newsletter. Ningependa sana kutumia computer yangu kusoma na kuandika lugha hiyo Kiswahili ambayo ninapenda sana.

Asante sana,

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From: swahili-l@macc.wisc.edu
To: swahili-l@macc.wisc.edu
Subject: Asili-mia
Time: 25-JULY-1993 12:32:43.97

Niko aliandika:

Ahsante saana kwa jibu lako ambalo kwa kweli limeniondolea kero. Nadhani itabidi pia nikitafute hicho kitabu cha Mwalimu Thomas Hinnebusch nami niweze kupata mwangaza zaidi. Natumaini sio vigumu kukipata hapa marekani.

Kwa sababu nimekiagiza kitabu hiki cha mwalimu Hinnebusch, nitakueleza vile unaweza kukipata:

Bei ya kitabu chenyewe ni $22.50, na kutuma kwa njia ya UPS ni $3.00.

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4720 Boston Way
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Unaweza pia kuwapigia simu hii: 1-800-462-6420
Au utume FAX kwa nambari hii: (301) 459-2118

Nambari ya ISBN ni 0-8191-0659-3. Nayo ya LC ni 78-65430.

Ikiwa kuna mtu anayetaka kujifunza Kiswahili, ningependekeza anunue pia Mazoezi ya Kiswahili. Hiki ni kitabu cha mazoezi peke yake kinachoendeshana na Kitabu cha Hinnebusch, somo kwa somo.

Kitabu hiki pia unaweza kukiagiza kwa University Press of America kwa bei ya $26.50.

Nambari zake ni ISBN 0-8191-7215-4 na LC 88-27674

Natumaini ya kwamba maelezo haya yatakusaidia pamoja na wengine ambao wangetaka kusoma kitabu kile.

Information on a Film

Number: 6
From: IN%"swahili-l@relay.adp.wisc.edu"
To: Multiple recipients of list <swahili-l@relay.adp.wisc.edu>
Subject: Sinema kwa Kiswahili
Lines: 29
Time: 16-OCT-1994 08:00:20.45
Folder: MAIL
Replied: No

Nimeona sinema iliyoitwa "Arusi ya Mariamu" na ilinifurahisha sana.

1. Kama nawezaje kupata "kivideo" cha sinema hii?

2. Ningependa kupata pia makala ya maandiko (ki-script) kwa Kiswahili.

3. Mnaweza kusifu sinema nyingine kwa Kiswahili?

Asante,

Kwame

From: swahili-l@macc.wisc.edu
To: swahili-l@macc.wisc.edu
Subject: Panya tatu ya kipofu
Time: 3-SEP-1993 90:19:46.32

Niliona hiki katika rec.jokes:

Panya tatu ya kipofu
Panya tatu ya kipofu
Ona wanavyokimbia
Ona wanavyokimbia
Walimfuatilia mkewe mkulima
Akawakatilia mikia na kisu cha kuchinja
Umewahi kuona chochote kadhalika na hii
kama Panya tatu ya kipofu

Ndugu Washiriki wa swahili-l@macc.wisc.edu

Katika kusoma utungo huu hapo juu, nimekumbuka wimbo tuliokuwa tunaimba katika shule ya msingi, nadhani darasa la kwanza, kule Tanzania:

Panya vipofu
Panya vipofu
Wanakimbia
Wanakimbia
Wakate mikia kwa kisu kikali
Wakate mikia kwa kisu kikali
Panya vipofu

Wasalaam.

Message-Id: <240111101949B4@vms2.macc.wisc.edu>
Date: Tue, 11 Jan 94 10:19 CDT

Subject: nyumba ya makumbusho na sanaa za Zaire
To: SWAHILI-L@RELAY.ADP.WISC.EDU
X-Vms-To: IN%"swahili-l@relay.adp.wisc.edu"

Rafiki zangu, habari za mwaka mpya? Nilikata shauri kuanza mwaka huu na insha za wanafunzi wangu wa mwaka wa kwanza. Kwa kweli insha hizi walioandikwa baada ya wiki kumi hivi za Kiswahili tu. Mimi ni mwalimu msaidizi wa Mw. Magdalena Hauner hapa Chuo Kikuu cha Madison na nilikwenda na wanafunzi wangu huko nyumba ya makumbusho Elvejhem ili kuwa onyesha wanafunzi sanaa za Mangbetu. Kazi ya wanafunzi ilikuwa kuandika mawazo yao juu ya vitu walivyoona. Labda, sisi walimu wa Kiswahili tunaweza kuandika zaidi juu ya mazoezi ya darasa hapa wavu....

SANAA ZA ZAIRE - Shukura

Tulitembelea nyumba ya makumbusho tarehe ishirini na tatu mwezi wa Novemba. Tuliona sanaa za Zaire na vitu vya watu wa Mangbetu. Katika nyumba ya makumbusho, kulikuwa mavazi ya watu wa Mangbetu kama kanda, kofia na nguo.

Watu wengi wa Mangbetu walikuvaa kanda. Tuliziona kanda nyingi, kama ukanda wa ngozi ya mti, ukanda wa ngozi ya nyati na pembe za nguruwe dume na kiboko, na ukanda wa ukonge wa mmea na shanga za chuma. Ninapenti. kanda wa ngozi ya chui, meno ya chui na simba. Ulikuwa uzuri sana. Tuliziona nguo za Mangbetu pia. Watu wengi wa Mangbetu walivaa nguo za ngozi ya m..,

Tuliona picha ya nyumba ya mfalme au mkuu. Nyumba ilikuwa kubwa. Katika nyumba kulikuwa vyumba vingi. Kulikuwa chumba cha kulala, chumba cha kipika chakula, kadha na kadha. Jiko lilikuwa kubwa kwa sababu wafalme au wakuu walikuwa na familia kubwa na rafiki nyingi. Wafalme walikuwa na maisha mazuri. Wafalme walikuwa na wake karibu na mia moja. Walikuwa na watumwa wengi pia. Kuna wafalme na wakuu katika sehemu nyingi za Afrika sasa pia.

Ninapenda sanaa za Zaire sana. Nitakwenda nyumba ya makumbusho tena mwezi wa kumi na mbili kwa sababu ninataka kuziona sanaa za Mangbetu tena.

#2 -Fogo

Niliona sanaa za Zaire katika nyumba ya makumbusho. Sasa ninajua vitu vingi juu ya watu wa Mangbetu. Wamekuwa na ustadi mwingi. Katika wakati wa karne kumi na tisa, watu walitengeneza filimbi, ngoma, wakuki, wachawi wazuri na kofia za kichwani nzuri.

Nilipenda Mfalme Mbunza. Yeye alijua kucheza ngoma nzuri sana. Alikuwa na jumba kubwa. Alikuwa na nguo nzuri. Alikuwa na vitu katika masikio na alikuwa na manyonya mengi (juu ya kofia). Sasa Mkuu mmoja ni Danga Poli. Yeye anajua kucheza ngoma nzuri sana pia.

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Nilipenda wanyama wa Mwitu Ituri na uhodari wa watu Mangbetu. Pia, nilipenda vitu kutengenezwa wa wanyama. Nilipenda okapi sana. Okapi ni tofauti. Nilipenda mkufu wa kucha. Nilipenda kinubi ya ngozi za chatu. Nilipenda nguo za gome la mti.

Nilipenda mahali pa kupika pombe. Ninafikiri kwamba mbua kavu za nafaka ni kubwa sana. Mfanyapombe alikuwa mtu muhimu. Katika Marekani ni sawa.

#3 -Athmani

Ninapenda ngoma sana. Ngoma zinafanywa za mti. Ngoma mbili zina maumbo ya wanyama. Hizi ngoma ni dalili la mfalme. Hizi ngoma zinapeleka maagizo pia. Watu wanaweza kusikia ngoma kutoka zaidi ya maili moja. Wakati wa kucheza ngoma, ngoma zinaambia hadithi. Zinafundisha watu wa dansi na zinadai pombe kwa matribu. Ngoma nrefu na nembamba zinafanywa za mwembe.

Nina ngoma kutoka Afrika.

Ninajifunza kuicheza kwa sababu ninataka kutakuwa mutribu siku moja. Ninataka kujifunza kufanya ngoma pia. Katika Zaire, wanaume wanafanya na wanacheza ngoma maadamu wanawake wanadansi.

#4 - Sudi

Darasa langu la Kiswahili lilikwenda Elvehjem tarehe 24 mwezi wa kumi na moja. Walitembelea nyumba ya makumbusho. Walijifunza vitu vingi. Watu wa Zaire walifanyiza vitu kama visu na sanamu. Walifanyiza visu na vichwa kuuza. Walichora pembe za tembo pia. Walivaa pini za pembe za tembo katika nywele zao. Zilikuwa zarefu na zaembamba. Waliandika picha juu ya watu kutumia wino.

Watu wa Zaire walivuta moyo wangu. Walifanyiza nguo za mti. Walivaa nguo za majani ya mgombe. Walivaa shanga pia, lakini walivaa shanga kujilinda. Mti wa ushanga ulikuwa muhimu. Mara nyingi, watot walivaa kanda kujilinda. Walipocheza ngoma, watu wa Zaire walitumia makayamba. Wakuu walivaa manyonya ya nyekundu. Wafalme walivaa vikuku juu ya mikono na miguu. Wanyama wingi kama okapi walikaa katika mwitu wa Ituri.

#5 - Mfikiri

Silienda maonyesho na darasa la Kiswahili kwa sababu mimi ni mgonjwa. Nilikwenda kwa darasa la masomo ya Afrika mwezi jana. Nilienda wakati wa mwezi wa Septemba pia.

Wazungu wawili, Chapin na Lang, walikwenda Zaire kuchuma sanaa za Zaire kwa nyumba ya makumbusho wakati wa mwaka elfu moja mia tisa na tisa. Walichuma sanaa za kabila la Mangbetu, pia walichuma sanaa za makabilaya Azande, Mbuti, Barembo na Meje. Walichuma chombo vya nyumba, hasa vya muziki, silaha, na walipiga picha za watu.

Nilipenda nguo zimo Elvehjem. Katika darasa la masomo ya Afrika langu, nilijifunza nguo za viongozi. Kule Afrika ngozi za chui na manyoya ya kasusku nyekundu ni dalili za viongozi. Kulikuwa nguo za gome la mti pia. Ninafikiri kwamba gome la mti si nzuri kuvaa, lakini sijui.

Nilipenda picha za watu katika nyumba ya makumbusho pia. Picha za watu wa kabila la Mangbetu zilikuwa nzuri sana, nilizifurahia sana. Ninafikiri kwamba picha zilikuwa nzuri kwa sababu zilionekana kuonyesha watu asilia.

Katika maonyesho nyumbani ya makumbusho, huko vitu vingi kwamba nilipenda. Kwa sababu hivyo nilifurahia maonyesho sana.

*** Basi, nitasimama sasa. Bila shaka kuna makosa mengi lakini nilitaka kuwaonyesha mawazo ya wanafunzi na umuhimu wa "field trips" na utamaduni.
-Taabu

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Date: Tue, 25 Jan 94 09:17 PST
From: < @MVS.OAC.UCLA.EDU>
Subject: Re: tetemeko la ardhi
To: swahili-1@RELAY.ADP.WISC.EDU

Wenzangu na marafiki,

Nataka kutoa akhsante kwa wote waliotuombea hali yetu hapa L.A. Kwa kweli mtetemeko wa wiki moja iliyopita ulikuwa wa kutisha sana ijapokuwa wataalamu wanasema ya kuwa huo sio lile tetemeko kuu ambalo hutazamiwa kuwa zaidi ya 8 mwenye richter scale. Lakini, jameeni, nasema kwamba ulikuwa mkubwa kiasi! Lile kuu likitokea hebu Mola Mwenyezi Mungu atusaidie! Sisi hapa, mama watoto, watoto, wanafunzi wangu, walimu wenzangu, na wengine wote hatujambo ila nyumba na makazi mengi yameharibika au kuwa na dosari nyingi.

kuwa zaidi ya 8 mwenye richter scale. Lakini, jameeni, nasema kwamba ulikuwa mkubwa kiasi! Lile kuu likitokea hebu Mola Mwenyezi Mungu atusaidie! Sisi hapa, mama watoto, watoto, wanafunzi wangu, walimu wenzangu, na wengine wote hatujambo ila nyumba na makazi mengi yameharibika au kuwa na dosari nyingi.

Chuo Kikuu (UCLA) kimekumbwa sio vibaya sana lakini jumba moja, Royce Hall, limefungwa: mafundi huogopa huenda minara yake ikaangushwa kwa mtetemeko mdogo unafuatana na ule mkubwa. Sisi hapa nyumbani hatukuwa na hasara kubwa; nyumba ilikuwa ya fujo sana: kila kitu katika ofisi yangu hapa nyumbani kimerushwa na kuangushwa kutoka katika mashubaka na mezani. Kompyuta yangu ilipinduka. Jikoni sahani, vikombe, sufuria na nyinginezo ziliangushwa; vitu vichache vikavunjwa. Kabati moja chenye stereo iliangushwa, k.w.k. Lakini kwa bahati nyumba yenyewe ingali imekaa mwenye msingi wake ijapokuwa nyufa mwenye kuta zote ni nyingi haswa pembeni mwa milango na madirisha. Itanichukua muda mpaka nikafanya ukarabati na kutengeneza kila kitu. Nyumba moja yenye orofa ya jirani hapa mtaani imepigwa vibaya na kusogezwa inchi tatu nne kutoka katika msingi wake! Tuna bahati bila shaka: mtetemeko wenyewe uliendelea kwa sekondi 30 ukiwa na kelele na mishindo mingi, tukafikiri ya kuwa nyumba yetu inatingishwa na pengine ianguke kama ilivyowapatia wengine hapa L.A. Tulikuwa tumegopeshwa sana! Kulipotulia giza tititi lilikuwa lipo tukaweza kuona nyota zikimetameta angani! Ajabu kweli! Kila taa mitaani kote ilikuwa imezimika. Ukimya ulikuwa mzito. Watu waliduwaa na kupigwa na mabumbuazi.

Kwa kweli tumshukuru Mungu ya kuwa sisi sote tu wazima tukiwa tungali hai.

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News Release of the South African Election Prepartions

Date: 17 Mar 94 13:57:23
From:
Sender:
Subject: saf/zulu
To: SWAHILI-L@macc.wisc.EDU
Expansion-Of: swahili-l@wigate.nic.wisc.edu

Text:

Chifu wa Wazulu na kiongozi wa chama cha Inkatha Mangosuthu Buthelezi ametoa hotuba ya msimamo mkali alhamisi ya leo mbele ya wafuasi wake. Alionya kwamba upinzani wa Wazulu kwa uchaguzi na katiba ya mpito vinaweza kuchochea harakati za ukombozi zisizo na mfano wake kote barani afrika. Alisema kuwa ikiwa uchaguzi utafanyika bila chama chake na kutangazwa kuwa huru na wa haki, hiyo itakuwa ni kwa sababu ya nguvu za dola zilizotumiwa kukandamiza upinzani wa kidemocrasia.

Chama cha Inkatha kimeamua kususia uchaguzi wa mwezi

ujao utakaoshirikisha raia wote. Chama hicho kimesema kuwa ikiwa tarehe itabadilishwa na madai yake ya kikatiba kutimizwa kupitia upatanishi wa

kimataifa basi watakuwa tayari kushiriki. Lakini muda wa kujiandikisha kupiga kura umekwishapita na chama hicho hakimo kwenye orodha ya wagombeaji.

Upinzani wa Inkatha na maonyo kilichoyatoa vimezusha

hofu miongoni mwa raia wengi wa afrika kusini kwa sababu ya ghasia zinazozidi kupanuka na mauaji katika jimbo la Natal, ngome ya chama cha Inkatha. Ghasia za Natal baina ya wafuasi wa ANC na Inkatha zimesababisha vifo vya maelfu ya watu tangu mgogoro huo uliporipuka katikati ya miaka ya 80. Kila siku polisi wanaripoti vifo vipya.

Chifu Buthelezi anataka jimbo la Natal na eneo la Kwazulu

yapewe mamlaka ya kujitawala katika katiba ya shirikisho. Na zaidi ya hayo, mfalme wa wazulu Goodwill Zwelithini ameitisha kuwepo taifa tofauti la Wazulu mbali na Afrika kusini. Chifu Buthelezi amesema

alhamisi ya leo kwamba hakutakuwa na amani isipokuwa kama swala la Kwazulu litafumbuliwa.

Rais F. W. De Klerk wa Afrika kusini amesema leo kwamba bado kuna matumaini ya kiasi ya kupatikana ufanisi katika suala hilo la Buthelezi. Alisema kuwa majadiliano yanaendelea lakini akaongeza kwamba kwa hivi sasa si jambo la uhakika.

Kiongozi wa ANC Nelson Mandela alikuwa aende Ilundi

kesho mji mkuu wa Kwazulu, kukutana na mfalme wa Wazulu na Chifu Buthelezi kujadilia machafuko na kukwama kwa masuala yanayohusu katiba. Lakini chama cha ANC kimetaja hofu juu ya eneo hilo kwa sababu za usalama.

Leo mwenyekiti wa Inkatha Freedom Party aliliambia bunge

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la Kwazulu kwamba chama cha ANC kinataka kikao cha mkutano huo kibadilishwe na badala yake wakutane Durban. Alisema kuwa ANC kinahofu juu ya uwezekano wa jaribio la kumwua bwana Mandela wakati wa ziara

hiyo. Lakini mwenyekiti Frank Mdlalose alisema kuwa mfalme anataka kukutana na bwana Mandela katika mji mkuu wa Kwazulu.

Chama cha ANC awali kilijibu kwa hasira mwito wa Chifu

Buthelezi akiwataka wafuasi wa mfalme wasafiri hadi Ulundi kuhudhuria mkutano huo. Chama cha ANC kilisema kuwa inaonekana Chifu Buthelezi alitaka kuugeuza mkutano huo muhimu kuwa halaiki tu ya hadhara. Alisema kuwa inaonekana kana kwamba Chifu hana nia ya dhati ya kufumbua matatizo.

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From: IN%"swahili-l@relay.adp.wisc.edu"
To: Multiple recipients of list <swahili-l@relay.adp.wisc.edu>
Subject: Kiswahili Uganda
Lines: 23
Time: 17-OCT-1994 22:33:00.12
Folder: MAIL
Replied: No

Ndugu,

Nimesoma sasa hivi habari ya kuwa Bunge la Uganda limepiga kura na kuamua kuwa Kiswahili kiwe lugha ya Taifa na lugha rasmi.

From: IN%"swahili-l@relay.adp.wisc.edu"
To: Multiple recipients of list <swahili-l@relay.adp.wisc.edu>
Subject: Kiswahili Uganda
Lines: 30
Time: 19-OCT-1994 00:27:40.67
Folder: WASTEBASKET
Replied: No

Ndugu,

Jana niliileta habari kuwa Uganda imeamua kukifanya Kiswahili lugha ya Taifa na lugha rasmi. Baadhi yenu wameniuliza mahali nilipopata habari hizo. Niliisoma katika " VOA Digest" ya jana, tarehe 17 Oktoba, na zilitolewa kwa VOA na Siraj Kayango. (Nadhani huyu ni ripota mmojawapo wa VOA anayeleta habari kwa Kiswahili).

Mimi hutafuta habari za VOA katika "gopher."

Wasalaam

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